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ABSTRACT

Literacy Volunteers of America (LVA) affiliates were surveyed regarding standardized and informal assessment devices they currently used and their frequency of use and effectiveness. A literature review focused on assessment tools and their limitations. The survey was sent to 39 LVA affiliates in Illinois, Indiana, Michigan, Missouri, Ohio, and Wisconsin; 26 responses were usable, a return rate of 67 percent. Conclusions were as follows: (1) informal test measures were used more frequently than standardized measures; (2) a combination of standardized and informal assessments was preferred; (3) frequencies of use of standardized tests did not necessarily mean users were satisfied with test effectiveness; (4) users seemed satisfied with informal assessment measures; (5) much assessment in volunteer literacy programs surveyed involved professionals; (6) nearly all affiliates assessed students initially and on a yearly basis; and (7) about half assessed exiting students. Recommendations included development of an assessment plan using informal intake materials, acquisition of more effective standardized measures, and use of professionals to perform assessments. (Appendixes include a list of 17 references and the survey instrument.) (YLB)

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A Study of
Assessment Devices and Procedures
Used in Volunteer Literacy Programs

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By

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September 24, 1991

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Literacy Volunteers of America-Chippewa Valley (LVA-CV) strives to build its knowledge base of assessment practices based upon the current definition of reading as a strategic, interactive, and constructive process in its search for an effective means to assess the literacy needs of its students.

At the suggestion of Carol Gabler, the Executive Director of LVA-CV, a survey was undertaken by Kathleen Bartel, a graduate student in reading at the University of Wisconsin-Eau Claire campus and an LVA-CV tutor, to determine the frequency and effectiveness of standardized and informal assessments currently used by LVA affiliates. The study was funded by Literacy Volunteers of America-Chippewa Valley in Eau Claire, Wisconsin, in an effort to better serve the adult population needing literacy services. For further information or questions regarding specific information about the survey, contact Carol Gabler, Executive Director, L.E. Phillips Memorial Public Library, 400 Eau Claire Street, Eau Claire WI 54701. (715) 834-0222.

The writer gratefully acknowledges the assistance of Dr. Calvin Eland, University of Wisconsin-Eau Claire faculty member and LVA-CV board member; Ms. Carol L. Gabler, Executive Director, LVA-CV; Dr. Willmer Pautz, University of Wisconsin-Eau Claire faculty member; Karen Peters, Reading Consultant; and Lynette Juergens, LVA-CV Office Manager, in the preparation of this report.

The conclusions, summary and recommendations reflect the input of Carol L. Gabler, Karen Peters and myself.

THE PROBLEM AND ITS SETTING

The Statement of the Problem

The purpose of this study is to examine assessment devices and procedures as well as their effectiveness and frequency of use for the purpose of adopting a battery of instruments for program coordinators and/or executive directors to use in volunteer literacy programs.

The Limitations

This study will be limited to information obtained on a survey from coordinators and/or executive directors serving Literacy Volunteers of America programs in Illinois, Indiana, Michigan, Missouri, Ohio, and Wisconsin who are responsible for assessing their programs and the needs of adults who come for help. The Literacy Volunteer affiliates included are listed in the Literacy Volunteers of America, Inc. Annual Directory for 1989-1990.

The Delimitations

This study did not obtain information from volunteers in Literacy Volunteers of America affiliates who were not involved in an executive capacity.

The Definition of Terms

Literacy: The ability to obtain meaning from printed text.

Functional Literacy: The ability to function successfully in day-to-day living with reading and writing tasks.

Assessment: A method of determining abilities, goals and attitudes.

Evaluation: Alternate term to use for assessment.

Informal Assessments: A variety of procedures, not norm-referenced, that measure reading performance such as attitude and interest surveys, informal reading inventories and writing samples, etc.

Standardized Assessments: Tests which are norm-referenced, have reliability and validity and may have more than one form.

Adult Learners. Those adults who come to literacy programs for help with their literacy skills and are determined to be reading below an eighth grade reading level. Adults who are assessed at above an eighth grade reading level are not considered a part of this study.

The Assumptions

The first assumption is that all data obtained through the survey is accurate.

The second assumption is that all standardized tests have been given in accordance with stated directions in the test manual.

The third assumption is that those who come to literacy programs are adults by definition of age (18) and/or responsibility, function with difficulty in a literate society, and wish to receive help to work on their literacy skills.

The fourth assumption is that persons who come to literacy programs should be assessed regarding their literacy skills.

The Importance of the Study

Coordinators and/or executive directors of adult literacy programs are concerned about assessment of adults in their programs. Standardized tests have been used for individual evaluation of reading for many years, but there are questions being raised about the effectiveness of these tests and about what alternatives are available. Assessment is of importance to coordinators, to teachers/tutors, and to the adults who come to literacy programs. Coordinators and/or executive directors must have confidence that their assessments measure what their programs attempt to do; teachers/tutors must be able to work with the adults at their instructional level; and adult learners must believe that assessment really measures what they know and respects them as adults. To find effective ways to assess adult learners and for all involved to be satisfied with the devices and procedures of assessment is the reason this study is important.

THE REVIEW OF THE RELATED LITERATURE

Being able to use literacy skills is not a new concept. Interest in reading and teaching people to read has long been a function of schools and of society's concern. Ways to measure how well students learned their lessons has been and continues to be a function of tests given in schools. Standardized testing was thought to be the preferred way to measure reading ability and so was used for assessment procedures. However, as standardized testing has not been found to meet fully the needs of adult learners and those who assess them, different methods of assessment were desired. Research concerning non-standardized assessment procedures has begun and continues as literacy programs strive to meet the needs of the adult illiterates who come for assistance and must be assessed.

In our society, there are many adults who can't read and who don't have functional literacy skills that enable them to function in our culture in the day-to-day use of basic reading and writing skills. The gap is widening between those who can function with reading and writing tasks and those who can't (Kaestle, p. 548).

Literacy volunteer programs have been established to help persons who cannot function in our society using literacy skills. When adult learners come to literacy programs, an assessment is performed to determine which skills and abilities they currently have and where their strengths and weaknesses are. Based upon the findings of the evaluation, instruction proceeds.

In the past, literacy programs have depended on standardized tests to a great extent. Reasons cited for using standardized testing procedures include the capacity to make comparisons from program to program and to compare student progress over time (Sticht, 4; Walsko, 1). Lytle says adult programs rely on the standardized tests because of their ease in administering and because of their reputation for the use of quantitative methods (Reinventing Assessment, 2). A reason often mentioned for using standardized tests is to justify a program's existence by funding agencies (Lytle, Literacy Theory, 11; Sticht, 27; Fargo and Collins, 121). For one or more of the above reasons, a major tool of assessing reading in literacy programs has been the use of standardized tests.

Coordinators have chosen to use some assessment tools more than others. Among the standardized tests used, Lytle cited a symposium presentation in Washington, D.C. in which seven out of ten presenters predominantly used the following two tests to assess the reading of adult learners: Tests of Adult Basic Education (TABE) and Adult Basic Learning Examination (ABLE) (Reinventing Assessment, 1). The Navy, in its comparison study among three reading tests, chose the Gates-Mac Ginitie Reading Tests instead of the TABE or the Nelson-Denny, another test used but not often mentioned (Jones and Armitage, 15). Metz indicated that TABE was commonly used for assessing adults (2). Lytle also cited TABE, but also listed ABLE as another frequently used standardized test (Literacy Theory, 12). TABE appeared to be the most commonly mentioned standardized test used.

Standardized tests used for assessment purposes have some disadvantages. One important disadvantage to adult learners is the fear of failure and negative past experiences associated with taking standardized tests or doing too much testing (Metz, 3; Garr, 418). Another disadvantage is the use of assigning grade levels to adult learners. Lytle argues that this is not an appropriate procedure for assessment as it is demeaning to adults and isn't congruent with how adults do use and wish to use literacy skills in their lives (Reinventing Assessment, 2).

Dissatisfaction with standardized measures of testing reading have caused educators to look to other methods of assessment. Studies show that adults should be assessed in terms of their own goals and purposes for literacy in their lives (Lytle, Literacy Theory, 22). Adults have different uses and different goals in mind when they come to a literacy program since they come from different backgrounds with prior knowledge about life experiences. Assessments should take this into account and should respect each adult learner who comes for assistance. Walsko asserts that:

> Assessments should be chosen with learner purposes in mind, assessment tools should reflect the goals and philosophy of the individual program (since programs vary in their focus), coordinators should be able to administer, score, and interpret the results of the tests, the content should exhibit adult content, and a sample should be obtained to see that what is chosen is suited to program needs (2).

Fargo and Collins came to the conclusion that a learner-centered process-oriented approach was best and that this approach was congruent with their program philosophy. Assessment was integrated into the on-going teaching that takes place (125). Adult learners are asked questions which reveal their individual

strategies for learning and what helps them to meet their goals (123).

Different forms of informal assessment are currently being tried along with standardized assessment procedures as coordinators and adult educators try to ascertain what will best serve the needs of all concerned. Some examples of non-standardized assessments may include attitude and interest surveys, goal-setting interviews, informal reading inventories, and writing samples (Gabler).

In summary, the use of literacy skills is seen as an important part of life in our culture. Ways of assessing reading tasks vary but standardized tests have been the main means of determining literacy ability. Numerous standardized tests are used, but the TABE is one that is most often mentioned and used by literacy and adult education programs. However, standardized tests have limitations, especially for the illiterate adult. The new focus on assessments includes using more informal means that take into account adults' goals and purposes of literacy and in ways that enhance their lives. There is much more research to be done; findings indicate unresolved issues about the most effective ways to assess adult learners.

The Research Methodology

A sample survey was sent to the eleven Literacy Volunteers of America affiliates in Massachusetts to eliminate any problems with the wording in the survey. After revisions for clarity had been made, the survey was sent to thirty-nine affiliates of Literacy Volunteers of America in Illinois, Indiana, Michigan, Missouri, Ohio, and Wisconsin. Accompanying the survey was a letter explaining the project, a self-addressed stamped envelope to return the survey, and a deadline for its return. A reminder letter was sent to coordinators/executive directors of any affiliates who did not return their survey within three weeks after the deadline for the return of surveys.

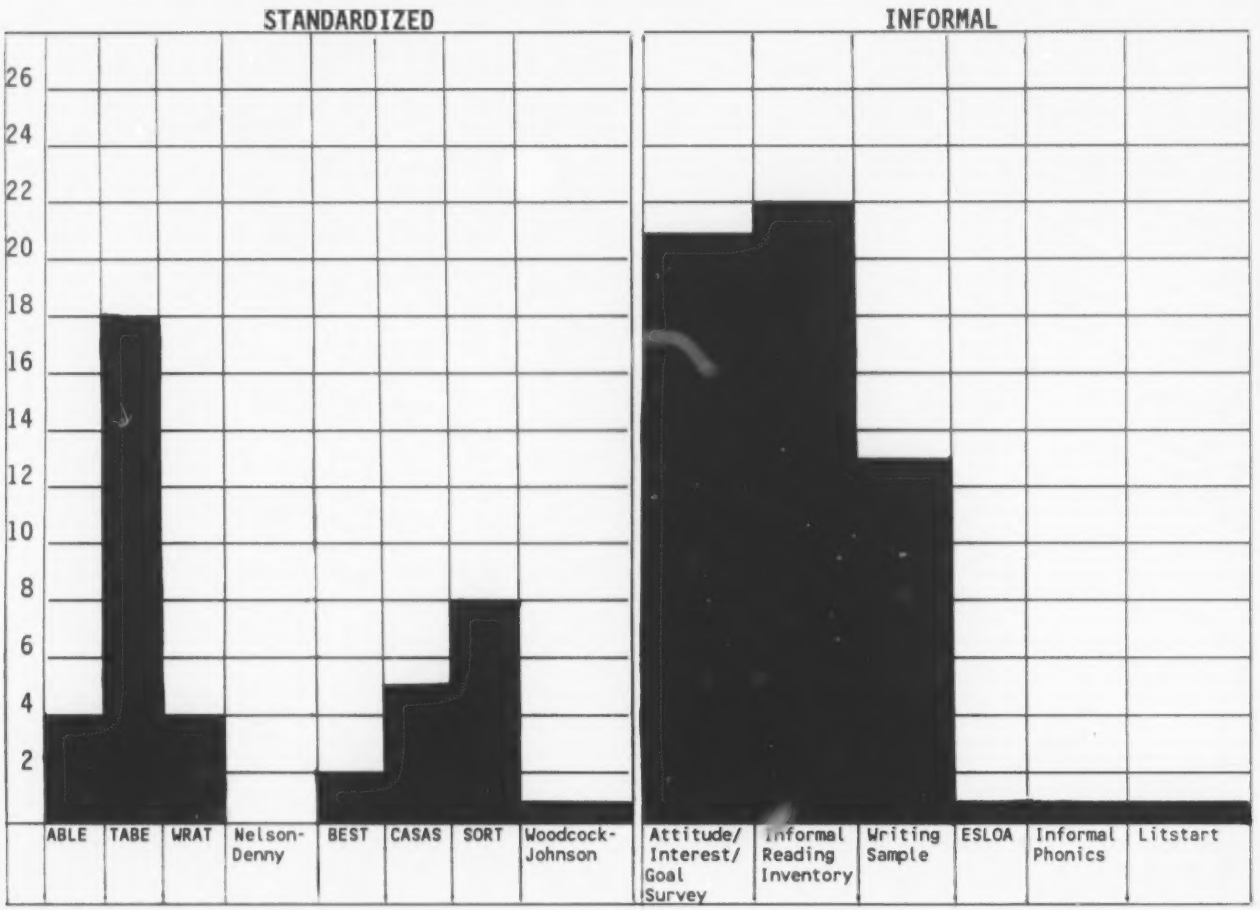
The Data and Their Treatment

The survey was sent to thirty-nine Literacy Volunteer of America affiliates in six mid-western states. Thirty of the surveys were returned. For purposes of this study, twenty-six were usable. This represents a return rate of 67 percent.

How The Data Were Treated and Interpreted

The primary data were sorted and categorized according to the two kinds of assessment, standardized and informal, that have been used in the various programs. The number of each of the individual assessments (both standardized and informal) reported were tabulated and recorded on a bar graph. The bar graph in Table I shows which assessments were most frequently used.

TABLE I
ASSESSMENTS MOST FREQUENTLY USED



For each individual assessment (either standardized or informal), the percent of effectiveness was determined. The figure of 45 percent was arbitrarily chosen. Those assessments whose percents fell within the "very effective" and the "quite effective" categories at a level of 45 percent or better were deemed the most effective assessments for use. Results are shown in Table II.

TABLE II
STANDARDIZED ASSESSMENT RESPONSES

ABLE (Adult Basic Learning Examination)

0%	Very Effective	(0/4)
50%	Quite Effective	(2/4)
50%	Fairly Effective	(2/4)
0%	Somewhat Effective	(0/4)

TABE (Tests of Adult Basic Education)

25%	Very Effective	(4/16)
19%	Quite Effective	(3/16)
44%	Fairly Effective	(7/16)
12%	Somewhat Effective	(2/16)

WRAT (Wide Range Achievement Test)

25%	Very Effective	(1/4)
25%	Quite Effective	(1/4)
50%	Fairly Effective	(2/4)
25%	Somewhat Effective	(0/4)

BEST (Basic English Skills Test)

0%	Very Effective	(0/2)
50%	Quite Effective	(1/2)
0%	Fairly Effective	(0/2)
50%	Somewhat Effective	(1/2)

CASAS (Comprehensive Adult Student Assessment System)

0%	Very Effective	(0/5)
40%	Quite Effective	(2/5)
20%	Fairly Effective	(1/5)
40%	Somewhat Effective	(2/5)

SORT (Slosson Oral Reading Test)

25%	Very Effective	(2/8)
13%	Quite Effective	(1/8)
25%	Fairly Effective	(2/8)
37%	Somewhat Effective	(3/8)

INFORMAL ASSESSMENT RESPONSES

Attitude/Interest/Goal Surveys

38%	Very Effective	(8/21)
43%	Quite Effective	(9/21)
14%	Fairly Effective	(3/21)
5%	Somewhat Effective	(1/21)

Informal Reading Inventories (Ex:READ)

54%	Very Effective	(13/24)
17%	Quite Effective	(4/24)
8%	Fairly Effective	(2/24)
21%	Somewhat Effective	(5/24)

Writing Sample

33%	Very Effective	(3/13)
46%	Quite Effective	(6/13)
31%	Fairly Effective	(4/13)
0%	Somewhat Effective	(0/13)

For each of the individual assessments (standardized and informal), a chart of responses showing both effectiveness and frequency of use was utilized. Results show the relationship between frequency of use and effectiveness. Sizeable concentrations of responses show the assessments most frequently used in combination with how effective these assessments were judged to be. Results are shown in Table III.

TABLE III
STANDARDIZED ASSESSMENT RESPONSES

ABLE (Adult Basic Learning Examination)

FREQUENCY	EFFECTIVENESS			
	Very	Quite	Fairly	Somewhat
Often		X	X	
Sometimes		X		
Rarely			X	

TABE (Tests of Adult Basic Education)

FREQUENCY	EFFECTIVENESS			
	Very	Quite	Fairly	Somewhat
Often	XX	XX	XX XX	X
Sometimes	X X		XXX	X
Rarely		X		

WRAT (Wide Range Achievement Test)

FREQUENCY	EFFECTIVENESS			
	Very	Quite	Fairly	Somewhat
Often	X			
Sometimes		X	X	
Rarely			X	

CASAS (Comprehensive Adult Student Assessment System)

FREQUENCY	EFFECTIVENESS			
	Very	Quite	Fairly	Somewhat
Often		X		
Sometimes			X	X
Rarely		X		X

SORT (Slosson Oral Reading Test)

FREQUENCY	EFFECTIVENESS			
	Very	Quite	Fairly	Somewhat
Often	XX	X	XX	XXX
Sometimes				
Rarely				

INFORMAL ASSESSMENT RESPONSES

Attitude/Interest/Goal Surveys

FREQUENCY	EFFECTIVENESS			
	Very	Quite	Fairly	Some-what
Often	XXXX XXXX	XXXX XXXXX		
Some-times			XX	X
Rarely			X	

Informal Reading Inventories (Ex:READ)

FREQUENCY	EFFECTIVENESS			
	Very	Quite	Fairly	Some-what
Often	XXXX XXXX XXXX	XXX	X	XXX
Some-what	X	X	X	
Rarely				XX

Writing Sample

FREQUENCY	EFFECTIVENESS			
	Very	Quite	Fairly	Some-what
Often	XXX	XX		
Some-times		XX	XX	
Rarely		XX	XX	

FREQUENCY	EFFECTIVENESS			
	Very	Quite	Fairly	Some-what
Often	X Informal Phonics	X Litstart X ESLOA		
Some-times				
Rarely				

Data were sorted and categorized according to which LVA personnel (tutors, professionals, or both) were involved with doing the assessment procedures and which kind of assessment (standardized, informal, or both) each was doing. Results were plotted on a chart (Table IV) showing who administers the assessments and which kind of assessment is used most frequently.

TABLE IV
ASSESSMENT

	STANDARDIZED	INFORMAL	COMBINATION: STANDARDIZED/INFORMAL
Tutors	1	2	4
Professionals	0	1	11
Combination of tutors and professionals	0	2	4

RESULTS: WHO DOES ASSESSMENT IN LVA PROGRAMS?

28 Percent of the tutors were assessing.
48 Percent of the professionals were assessing.
24 Percent used a combination of tutors and professionals doing assessments.

Data were also tabulated for the instructional emphasis which the programs stressed. Percents indicate which philosophy was emphasized in the literacy programs surveyed. (See Table V.)

TABLE V
ASSESSMENT

	STANDARDIZED	INFORMAL	COMBINATION: STANDARDIZED/INFORMAL
Phonics	0	0	1
Whole Language	0	0	6
Combination	1	5	13

RESULTS: INSTRUCTIONAL EMPHASIS IN LVA PROGRAMS

4 Percent were using phonics.
23 Percent were using whole language.
73 Percent were using a combination of phonics and whole language.

Additional data were tabulated and used to determine the average number of adults served in the surveyed literacy programs as well as to determine the average number of males and females served. Also reported were the percent of programs doing incoming assessments and post-evaluation assessments. Results were also reported for the frequency of re-evaluations that took place during the course of a school year for students.

Total number of adult learners served during a typical year:
(Number of responses = 24)

Average number served	172
Average number of males	86
Average number of females	86

Who typically does your assessment?
(Number of responses = 25)

	Standardized	Informal	Combination
Tutors	1	2	4
Professionals	0	1	11
Tutors and Professionals	0	2	4

The majority of those doing the assessing have college degrees with an educational background.

Is assessment done on every incoming student?
(Number of responses = 26)

Yes	92%
No	8%

Indicate how often re-evaluation of a student takes place during the course of a typical school year:
(Number of responses = 24)

2 did not re-evaluate
22 surveyed re-evaluated one or more times a year with the following breakdown:

- 3 re-evaluated once per year
- 8 re-evaluated twice a year or 50 hours of tutoring
- 4 re-evaluated every three months
- 2 re-evaluated four times a year
- 3 re-evaluated every 25 hours of tutoring
- 1 re-evaluated after 35-40 hours of tutoring
- 1 re-evaluated every 50-100 hours of tutoring

Is a post-evaluation assessment done when student exits your program?
(Number of responses = 25)

Yes	36%	(9/25)
No	48%	(12/25)
Sometimes	8%	(2/25)
Answer given was not clearly a "yes", a "no", or a "sometimes"	8%	(2/25)

What instructional emphasis does your program stress?
(Number of responses = 26)

	Standardized	Informal	Combination
Phonics	0	0	1
Whole Language	0	0	6
Combination	1	5	13

Identify which programs are used?

15	LVA Basic Reading and LVA Training and Techniques
7	Laubach and Focus on Phonics
2	ESL
2	Reading for Today
1	New Beginnings in Reading (Contemporary)
1	Survival Reading
1	Real Life English
1	PALS
6	No specific materials by name
4	No answer
40	Total

38% of materials used are LVA materials
17% of materials used are Laubach materials
20% of materials used are a variety of other materials
15% gave no specific materials by name
10% did not answer the question

Interpretation of the Data:

According to the results in Table I of this survey, indications are that LVA affiliates use informal assessments more than standardized assessments. Of the informal assessments used, the three most relied upon were the informal reading inventories (such as READ), an attitude/interest/goal survey, and the use of a writing sample.

Standardized assessments were used far less frequently than informal assessments, TABE and SORT enjoyed the greatest popularity with TABE being the favorite, CASAS, ABLE, and WRAT closely follow behind SORT.

Taking both standardized and informal assessments into account, the four assessments most widely used were informal reading inventories, attitude/interest/goal surveys, TABE, and the writing sample.

Few assessments were judged to be "very effective" or "quite effective" which fit the requirement of 45 percent or more. The only assessment fitting the criteria in the "very effective" category was the informal reading inventory judged to be 54 percent effective by those who used it. In the "quite effective" category, three other assessments fit the required criteria. They were: ABLE at 50 percent, BEST at 50 percent, and the writing sample at 46 percent. The attitude/interest/goal survey, although not meeting the criteria of 45 percent effectiveness, came close at 43 percent in the "quite effective" category. Note that the standardized assessments judged to be 50 percent effective (ABLE and BEST) also had low use frequencies and thus, were not very meaningful in this study.

Not reported in Table II were some standardized and informal assessments, each of which were judged "quite effective" but were only listed once as a response. They were the Woodcock/Johnson (a standardized measure) and ESLOA (English as a Second Language Oral Assessment), Informal Phonics, and Litstart (informal measures). Thus, these four assessments, because of their reported low frequency of use (although judged effective), should not be taken too seriously.

Those assessments most frequently used ("often") and whose effectiveness was judged at "very effective" and "quite effective" were the informal reading inventory (63%) and attitude/interest/goal survey (81%) as shown in Table III by heavy concentration in use and effectiveness.

TABE, by far the most popular standardized assessment used, was judged at 25 percent effectiveness and received a variety of responses for effectiveness. Both CASAS and SORT (the next two most frequently used assessments) showed the same pattern having more "low" responses than "high" responses recorded.

Table IV showed that as a rule, assessments were done mostly by professionals (48%) and that they usually relied upon a combination of both standardized and informal means to assess adult students. Another 28 percent of assessment was done by professionals in combination with tutors. This means that 76 percent of assessment that was done involved professionals; thus, in the volunteer programs surveyed, there was a high degree of professionalism involved in assessment.

Responses also indicated that all personnel (tutors, professionals, and a combination of both) relied heavily on using a combination of standardized and informal assessments (76%). (Twenty percent used only informal assessments while four percent used only standardized assessment devices.) This means that the combination of standardized and informal assessment was judged by those surveyed to be the most effective or useful means of assessing adult students. Note that there were no professionals nor professional/tutor teams relying only upon standardized assessments and there was only one professional who relied on only informal assessments.

Responses in Table V showed that 73 percent of those answering the survey used a combination of phonics and whole language for their instructional emphasis; thus, most programs preferred to use both phonics and whole language for instruction. Those programs using only phonics accounted for a very small percent (4%). Clearly, instructional emphasis was placed on using both phonics and whole language, with assessment being done by using both standardized and informal means.

Regarding the numbers of adults served in the programs surveyed, although the average number served was 172, some programs were quite small and some were quite large. The number of adults served in the various affiliates ranged from 9 in the smallest affiliate to 707 in the largest. The average number of males served versus average number of females served was even at 86. Interestingly, one affiliate served only females and one affiliate served only males.

Most affiliates surveyed relied on professionals to do most of their assessment and the majority of those professionals have a college education with a background in education. Only 8 percent of the affiliates did not use an incoming assessment for their students. Re-evaluation took place one or more times a year in all but two affiliates. Although one-third of the affiliates re-evaluated twice a year, or after 50 hours of tutoring, a wide variety of spans between re-evaluations occurred. For post-evaluations, there appeared to be no clear pattern, but nearly half did <u>not</u> evaluate when students left the programs; however, one-third did do a post-evaluation exit assessment. Some affiliates expressed comments that often students left the programs before they had a chance to do a post-evaluation assessment.

While most affiliates relied heavily on LVA materials, many used a variety of other materials, including Laubach.

CONCLUSIONS

Based on the data, conclusions can be drawn concerning assessment in the adult volunteer literacy programs surveyed. These conclusions are that:

1. Informal test measures are used more frequently than standardized measures.

2. A combination of standardized and informal assessments is preferred.

3. Frequency of use of standardized tests does not necessarily mean that users are satisfied with the effectiveness of these tests.

4. Users seem satisfied with informal assessment measures.

5. Much of the assessment in volunteer literacy programs surveyed involves professionals.

6. Nearly all affiliates assess students initially and on a yearly basis; about half assess exiting students.

RECOMMENDATIONS

Recommendations include the following:

1. Strive to develop an assessment plan that utilizes well developed informal intake materials such as a wide range informal reading inventory, a writing sample and informal interviews.

2. More effective standardized measures of assessment should be sought, validated and recommended to Literacy Volunteers of America affiliates.

3. Affiliates should encourage the practice of utilizing professionals to perform assessments. The national office should provide training to bridge the gap between current theory and practice.

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ASSESSMENT PROCEDURES SURVEY

BACKGROUND INFORMATION:

1. Name and location of your organization: _____

   _____

2. Total number of adult learners served during a typical year:
   Male _____ Female _____

3. Who typically does your assessment?
   Tutor _____ Professional _____
   Indicate area of specialization and highest degree acquired:

   _____

4. Is assessment done on every in-coming student? Yes___ No___

5. Indicate how often re-evaluation of a student takes place during the course of a typical school year: _____

   _____

6. Is a post-evaluation assessment done when student exits your program?
   Yes___ No___

7. What instructional emphasis does your program stress?
   Phonics_____ Whole Language _____ Combination _____
   Identify which programs are used: _____

   _____

FORMAL ASSESSMENT PROCEDURES:

Because assessment procedures vary among literacy programs, the intent of this survey is to determine what is currently being used for assessment purposes, and how effective you believe that assessment to be.

In the columns to the left, please check the frequency of use for typical students. In the columns to the right, check the effectiveness of the ones used.

FREQUENCY					EFFECTIVENESS				
OFTEN	SOME-TIMES	RARELY	NEVER		VERY	QUITE	FAIRLY	SOME-WHAT	NOT
___	___	___	___	'Adult Basic Learning Examination	___	___	___	___	___
___	___	___	___	Tests of Adult Basic Education	___	___	___	___	___
___	___	___	___	Wide Range Achievement Test	___	___	___	___	___
___	___	___	___	Nelson-Dejny	___	___	___	___	___
___	___	___	___	Basic English Skills Test	___	___	___	___	___
___	___	___	___	Comprehensive Adult Student Assessment System	___	___	___	___	___
___	___	___	___	Others: (Please specify test name, publisher, publishing date.)	___	___	___	___	___

_____

_____

INFORMAL ASSESSMENT PROCEDURES:

Informal assessments, such as the ones listed below, are often used. For typical students, please check which assessments your program uses. On the left, please indicate the frequency with which each is used and on the right, please indicate the effectiveness of the ones used. If you need more room, there is ample space on the back of this survey.

When returning this survey, would you kindly include a sample copy of each informal assessment used in your program? (READ excepted, if used)

OFTEN	SOME-TIMES	RARELY	NEVER		VERY	QUITE	FAIRLY	SOME-WHAT	NOT
___	___	___	___	Attitude, interest, and goal interviews or surveys	___	___	___	___	___
___	___	___	___	Informal Reading Inventories (Such as READ)	___	___	___	___	___
___	___	___	___	Writing Sample	___	___	___	___	___
___	___	___	___	Other (Please specify test name, publisher, publishing date.)	___	___	___	___	___

_____

_____

May we contact you for further information? Yes _____ No _____

Contact person: _____ Phone Number _____

If you wish to receive a copy of our findings, please complete the form below:

Name: _____

Address: _____

City: _____ State: _____ Zip Code: _____

If you have any questions, please call:

Carol Gabler, Executive Coordinator
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(715) 814-0222

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